**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: **Literary Heroes: The Lightning Thief** TIME FRAME:  **6 Weeks** TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | The author’s website is divided into two major categories, one area for fans of his young adult books, and the other for his fans of his adult literature. It includes a biography, information about his books; an interview; Percy Jackson’s Scrapbook; and a link to Greek Mythology.  The Teacher’s Guide http://www.rickriordan.com/Teachers\_Guide\_Lightning\_Thief.pdf features an in-depth lesson plan for the book *The Lightning Thief*.  [Literature Circle Guide](http://www.seapyramid.net/favicon.ico)  [The Lightning Thief Online Lesson Plan](http://www.shmoop.com/percy-jackson-lightning-thief) ***(recommended)*** | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   Students will demonstrate independence.   Students will value evidence.   Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.   Students will critique as well as comprehend.   Students will use technology and digital media strategically and capably.   Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)**  **RL4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  **RL4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words  **RL4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.  **RL4.4 –** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).  **RL4.6** – Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narratives.  **RL4.7** – Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.  **RI4.6** – Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and information.  **RI4.8** – Explain how an author uses reasons and evidence to support particular point in a text. | | |  | | --- | | **Writing** |   **W4.1a -** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  **W4.1b -** Provide reasons that are supported by facts and details.  **W4.1c** - Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition).*  **W4.1d** - Provide a concluding statement or section related to the opinion presented. | |  | | --- | | **Speaking and Listening** |   **SL4.1c** – Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  **SL4.1d** – Review key ideas expressed and explain their own ideas and understanding in light of the discussion.  **SL4.3** – Identify the reasons and evidence a speaker provides to support particular points.  **SL4.6** - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | |  | | --- | | **Language** |   **L4.1c -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.  **L4.2c** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma before a coordinating conjunction in a compound sentence.  **L4.3b** - Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose punctuation for effect.  **L4.3c** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  **L4.5b -** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

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| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| How can a current event be explained by the gods?  How might students who struggle today have been successful in a different moment in history? | | | | * Apply strategies, including making complex predictions, interpreting characters’ behavior and comparing and contrasting to comprehend text * Interpret literary elements and devices, including implied main idea, conflict and personification. * Analyze short stories, plays and myths and nonfiction materials for distinguishing characteristics. | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | | |
| **Reading Tasks**  Reader's Theater; An adaptation from Rick Riordan’s The Lightning Thief B*y Mary G. Milligan*  Affixes  Cause & Effect  Fact and Opinion  Sequencing  Inferences  [Themes](http://www.shmoop.com/percy-jackson-lightning-thief/themes.html)  Multiple Meaning Words | **Writing Tasks**   * Have the children read about the Greek Gods from the website: <http://www.historyforkids.org/learn/greeks/religion/gods.htm>. Then tell the students to imagine that they are a Greek gods. Have the students write a paragraph including the following information:   o What his/her name would be if they were a god.  o What his/her name would mean (Ex: Hermes is the messenger of the gods).  o What he/she would look like.  o What powers he/she would have.   * Using a computer publishing program, create a survival brochure for Percy about the quest he received. * [**Character Trading Cards**](http://www.readwritethink.org/files/resources/interactives/trading_cards/) - This tool provides a fun and useful way to explore a character in a book or as a prewriting exercise when creating characters for original stories. Student Interactive from Read/Write/Think | | **Discussion Tasks**   * Have you ever been treated unfairly by a teacher (or parent, or other adult)? Describe the circumstances and why you considered the treatment unfair. * What do you know about learning disabilities such as ADHD or dyslexia? Do you know anyone who has a learning disability? Do you think a person with a learning disability should receive more time to complete tests or less homework than a person without a learning disability? Explain your position. * In Ancient times, the Greeks had gods for many important forces in their lives -- the sea, thunderstorms, farming, music, medicine, poetry, archery, etc. Why do you think they imagined many different gods rather than just one? Would this make life more confusing or less confusing? * Young children often imagine that their parents aren’t really their parents. What would it be like if you suddenly found out that you had a “real” father or mother you never knew about? What if this person was extremely rich and powerful – would you accept them as a parent? * Do you believe in anything that science can’t prove -- such as magic, or ghosts, or creatures like the Loch Ness monster? Why or why not? * Have you ever been to summer camp? If so, describe what you did or did not like about it. If not, imagine and describe what you think a typical summer camp would be like – any impressions from television or movies? * You have been granted one magical item of your choice. What would this item be, and what power would it have? Explain your choice. | | | **Language/Vocabulary Tasks**  **Vocabulary Bingo:** This bingo game helps students review vocabulary and allows teachers to assess the students' knowledge at the same time. Students draw a 4x4 grid on paper and then write vocabulary words in the boxes. If all the words correctly match the definitions, that student wins and gets a small prize. **Vocabulary Charades:** This vocabulary game reviews and reinforces previous vocabulary words. A student chooses a vocabulary word from the word wall to act out. The student actor calls on another student to identify the word being acted out. If the student called on can identify the word, define it and use it correctly in a sentence, she is the next person to act out another word. This interactive review activity helps reinforce vocabulary concepts in a fun way.[Make a Prefix-Suffix Flip Book](http://www.education.com/activity/article/Make_PrefixSuffix_Flip_Book/) Here's a tool that will help your fourth grader break down complex words without a sweat. Create a prefix-suffix flip-book and help improve your child's decoding skills and vocabulary. |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | | **SUMMATIVE** | |
| KWL Chart on Greek Gods  Use the prediction strategies to write questions to be used as goals for the reading of the trade book chapters  Responding to the questions after reading | | **Think-Pair-Share:** How do our differences make us unique?  [**Problem/Solution Chart**](http://www.readingquest.org/strat/problem.html) - Fill out this chart as a whole class activity brainstorming session to learn to recognize problems and solutions in stories. This uses cause and effect, but can be adapted.  Daily Journals/ Book Report Forms  Oral responses of students during teacher-led discussion and in small group discussions to determine the students' ability to verbalize and use the thinking skills required for the predicting strategy. | | | [**Online Quiz**](http://www.shmoop.com/percy-jackson-lightning-thief/quizzes.html)  **Teacher-Made Tests**  **ClassScape** | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study:  Related Titles  **Greek Mythology**  *Anatopsis* by Chris Abouzeid.  *Juliet Dove, Queen of Love: A Magic Shop Book* by Bruce Coville.  *The Iliad* by Nick McCarty.  *Greek Gods and Godesses* by Geraldine McCaughrean.  *Pig Scrolls* by Paul Shipton.  **Attention Deficit Disorder**  *Joey Pigza Loses Control* by Jack Gantos.  **Fantasy**  *Shadows on the Stars (Great Tree of Avalon Series #2)* by T.A. Barron.  *Peter and the Starcatchers* by Dave Barry and Ridley Pearson.  *Haroun and the Sea of Stories* by Salman Rushdie.  *The Chocolate Touch* by Patrick Skene Catling. | | | | | | |
| **Notes:**  **Resources**  **RickRiordan.com**  <http://www.rickriordan.com>  [Introduction to Greek Mythology](http://www.webenglishteacher.com/msb/myth/index.html) Students investigate a character from Greek mythology and report to the class. This standards-based activity includes downloadable handout and rubric  [Percy Jackson and the Olympians](http://www.percyjacksonbooks.com/) [Broken Link](http://ethemes.missouri.edu/themes/1838)  This is an interactive website including videos, games, and information on Greek mythology.  **Math Connection**  Students survey their classmates to discover what they know about the gods of Olympus. Tally the results in a table and then create a bar graph demonstrating the results. Write a summary of the results and share with the class. | | | | | | |